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ABSTRACT

A study was conducted in order to identify the names and types of external agencies and groups which have had an effect on Central Florida Community College (CFCC), to summarize the more important and far-reaching suggestions and requirements made by each identified agency/group, and to summarize the effects that agencies/groups have had on CFCC operations. Information was collected by means of a questionnaire administered during interviews with thirteen CFCC administrators. Identified agencies/groups were then classified as to whether they were federal agencies, national groups, state/regional agencies, state/regional groups, local agencies, or local groups. More than eighty agencies/groups were found to have had an involvement with CFCC. The U. S. Department of Health, Education, and Welfare and the Florida State Department of Education were found to have had the most pronounced influence on the college's operation. Additionally, other federal agencies exercised control over the college's operation, to the point of bringing about social change. It was noted that in nearly every instance, CFCC administrators had encouraged the involvement of external agencies with the college. It was recommended that top administrative officers should monitor external influences and should communicate to elected officials the effects of external agencies/groups on the college. (JDS)

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THE EFFECT EXTERNAL AGENCIES AND GROUPS HAVE ON THE OPERATION OF CENTRAL FLORIDA COMMUNITY COLLEGE

By

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Central Florida Community College

A practicum presented to Nova University
in partial fulfillment of the requirement
for the degree of Doctor of Education

JC 770 155

ABSTRACT

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THE EFFECT EXTERNAL AGENCIES AND GROUPS HAVE ON THE OPERATION OF CENTRAL FLORIDA COMMUNITY COLLEGE

Nova University

October 23, 1976

In attempting to meet community needs, a community college must be involved with a multitude of influences in the community, and in so doing will affect and be effected by various external influences. This study was concerned with the effect agencies and groups had on the operation of Central Florida Community College during the past three academic years(1973-76).

The specific purpose of the study was 1) to identify the names and types of agencies/groups which currently have some influence on CFCC, 2) to summarize the more important and far-reaching suggestions and requirements made by each identified agency/group, and 3) to summarize the effects that agencies and groups have had on the operation of CFCC. The intent was not to include an exhaustive study but rather to summarize the major external influences and point out specific examples of their impact on college operations.

Information was collected by means of a questionnaire which was administered during personal interviews with thirteen CFCC administrators. The external influences that were identified were classified into one of six categories. A series of tables were used to display the information received during the personal interviews.

The major findings showed that 1) The Dept. of Health, Education and Welfare and the Florida State Dept, of Education were the two most pronounced external influences on the college's operation, 2) federal agencies exercised control over the college's oerpation, to the point of bringing about social change, and 3) CFCC administrators have encouraged the college's involvement with most all of the external influences listed in the study.

Based on the results of the study, the following recommendations were made: 1)the results should be communicated to various campus committees, 2) the top administrative officers should periodically review and monitor the effects of external influences on the college's operation, and 3) the top administrative officers should communicate periodically with state and federal elected officials about the effects state and federal agencies have on the operation of the college.

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INTRODUCTION

The multitude of educational services offered by the community college today requires much interaction with people outside the confines of a given institution. The 'people' referred to include a myriad of formal and informal community groups, private and public agencies, professional organizations, social clubs, high schools, and influential individuals.

This myriad of people, interacting with the community college, comprise what this study refers to as 'external influences'. These external influences affect the entire operation of a community college. Students and faculty within a college usually are not as well informed as the college administration is regarding the scope and depth of external influences on the college. At Central Florida Community College (CFCC) many faculty and students do not fully understand the role and influence of people outside the institution. Discussions have been conducted during the past year about whether the faculty wanted to unionize. One of the concerns is that the faculty may not fully grasp the fact that the local control of a public community college has eroded considerably during the past few years. For instance, there is an increasing tendency for community colleges, as Gleazer states, to drift toward more and more state control.

> . . .there is without question a drift from local to state control of the colleges. Certainly that drift manifests itself loudly in the recent steps by states to curtail enrollments. Again we go back to the idea of community-based education. Can it be community-based if the shots are called from a distant state office? . . .This is not to suggest that state involvement does not offer some advantages. 1

It is also important for students to have some understanding of the external influences to which the college is subjected. Frequently, student leaders request the college administration to revise policy or procedures; perhaps an appreciation of the effect external influences have on the college would be useful in their deliberations with the college administrators.

Thus, the purpose of this study was to focus attention on the effects of external influences on the operation of CFCC during the past three years (1973-76) and to make some general observations about the future. The intent is not for this study to include every possible group or agency, but rather to summarize the effect of the groups and organizations demonstrating the most pronounced influence on college operations. The results of this study are to be communicated to segments within the college for their review.

The study was carried out by conducting personal interviews with thirteen Central Florida Community College administrators. A questionnaire was developed for use during these interviews. By outlining, in table form, the results of these

it was possible to identify over eighty-four different agencies and groups and to summarize some of the requirements and suggestions placed on various administrative areas and to summarize the effects external influences have on the operation of CFCC.

BACKGROUND AND SIGNIFICANCE

In today's complex society most people would agree that any institution charged with service to the public must be responsive to people's needs. The institution must seek public input, evaluate the appropriateness and usefulness of the input and must attempt to translate that input into action whenever possible.

The above reference applies to the community college, the focus of which is upon interaction with the community. While there are, indeed, many facets that could be included in the definition of the term 'community', this study concerned itself only with the organized agencies and groups outside the direct control of the college. The focal point of this study was to determine the effect organized agencies and groups have had on the operation of Central Florida Community College during the past three academic years, 1973-76. Thus, the primary intent of the study was to

1. identify the names and types of agencies/groups which currently have some influence on CFCC,
2. summarize the more important and far-reaching suggestions and requirements made by each identified agency/group as it related to CFCC and,
3. summarize the effects that agencies/groups have had on the operation of CFCC.

The phrase 'operation of the college' relates specifically to the decision-making process that occurs at CFCC, as effected by external agencies/groups. Admittedly, this process involves internal as well as external influences. This study was directed toward the external influences and specific examples of how the college's policies and procedures have been effected as a direct result of external influences.

This study involved organized agencies/groups. Schein defined groups as, "Any number of people who 1) interact with one another, 2) are psychologically aware of one another and, 3) perceive themselves to be a group." [2] Interest groups are defined by Truman as groups that

> . . .on the basis of one or more shared attitudes makes certain claims upon other groups in the society for the establishment, maintenance, or enhancement of forms of behaviour that are implied by the shared attitudes. [3]

The type of groups included in this study are professional groups, accreditation groups, service groups and advisory groups. Certainly, this list is not all inclusive, nor is it intended to be; but rather the more influential groups and their effects on CFCC were investigated.

The type of influence exerted on the college by organized groups is in the 'suggested' or 'recommended' category as distinguished from the 'requirement' category.

The agency is the other category of external influence considered in this study. For purposes of definition, an agency is an administrative unit of local, state, or federal

government. Types of agencies included in this study are, the Department of Health, Education, and Welfare; Florida State Department of Education, Marion County Board of Public Instruction. These types of agencies, because of their regulatory and legal power can and do exert a tremendous amount of control over the operation of any public, state-supported institution, such as CFCC.

The effects of external influences are not new to the community college system. In many states the public junior college began as an entity of the public school board. The growth rate of these 'new' institutions led some state legislatures to enact statutory legislation specifically for the establishment and control of junior colleges. In many states the courts were involved in settling disputes of jurisdiction and autonomy. Frequently, junior college districts which were created separately from the local school districts had local taxing authority even though the state would supplement local funds. Frankie, in College and University stated that:

> In some states the county local legislative body or board or other appropriate governing agency has the power to appoint the trustees of the local junior colleges. It has been found by the courts that in these states the local governing agency has the authority to transfer this power to appoint the junior college board of trustees to other units or local government, agencies or officers, with the appointments of such trustees subject to their confirmation. These local governing agencies also have the authority to select the methods of disbursing their contribu-

> tions of monies to the junior college and can appeal such selected method only by proper legislative procedure. 4

In the case of Central Florida Community College, a separate institution of public higher education was created in 1968, removing the college completely from the Marion County Board of Public Instruction under whose jurisdiction it had been since 1958. The college has its own local board of trustees and initially possessed local taxing authority. Since 1971, the concept of the local citizenry contributing tax revenue directly to the college was abandoned by the state legislature in favor of receiving public support almost totally from the state level. Along with the removal of local financial support, have come more state regulations, in essence, more state control.

"A new survey confirms what many educational leaders have been guessing. The states are exercising control and coordination over the development and administration of community colleges." 5 This survey reviewed state legislation enacted between 1973 and 1975 in twenty-six states and Puerto Rico and was conducted cooperatively by the National Council of State Directors of Community and Junior Colleges and the Center for the Study of Higher Education at Pennsylvania State University.

It has been tradition to leave the role of education to the states since the United States Constitution does not give the responsiblity of education to the federal government.

Therefore, up until the 1960's the federal role was relatively minimal. In the 1960's the government increased its financial support of higher education. A major reason for this was the Russian 'Sputnik' which alarmed the nation and served to prod the Congress into making firm committments in the higher education arena. This committment was followed by such major pieces of legislation as the National Defense Education Act of 1958, the Higher Education Facilities Act of 1963, the National Defense Education Amendments of 1964, the Higher Education Act of 1965, the Allied Health Professions Act of 1966, and the Higher Education Amendments of 1972.

Major pieces of legislation for students needing financial aid, construction grants and funding for equipment and special programs were conceived and have been extended into the present day. Accompanying federal funds have come regulations which have effected every college receiving federal funds. Cheit, in the Chronicle of Higher Education, said that, "Federal money had always brought with it regulations to assure that it was spent for the purposes it was given, but in the 1960's the concept of legal use has been extended to include non-discrimination and affirmative action." [6] A more recent example is the 1975 passage of the Family Rights and Privacy Act, better known as the Buckley Amendment, which has required institutions to give students complete access to all their records in the Registrar's

Office, to establish grievance procedures for students who wish to contest information in their files, and to provide an audit trial so that a student can be made aware of any attempt by any party outside the college who makes a request for access to a student's record. The penalty for an institution which refuses to comply is loss of all federal funding. The issue is whether these external influences should have control over areas of the college to which they do not supply funds.

Another aspect of the impact of federal and state agencies on local institutions is the indirect effect caused by the fact that much of the federal legislation applies to state governments. The states are required to comply with federal regulations and they, in turn, hold individual institutions responsible for doing their part. The federal government required the state of Florida to comply with Civil Rights legislation; the state, in turn, required compliance by each individual institution. 7

Federal and state influences, coming from various directions and often overlapping, can have far-reaching effects on an institution. The effects can be sudden, as when a new policy is announced, or very subtle and occur over a long period of time. Cohen, in observing the California state system of community colleges, makes the following comment:

> The change in people's roles is subtle, insidious. Gradually but steadily, as the institutions with which they are affiliated become warped into a state system, trustees and administrators forget how to be educational leaders. The problems they consider are not what programs to offer - what is most relevant, timely, and useful - but how to manipulate the funding formulas to maximize the flow of dollars into the college. [8]

The state and federal agencies are indeed dominant factors in the scene because of the legal and regulatory authority and the funding resources they have at their disposal.

For the purposes of this study, national and state groups consisted primarily of professional groups which do not have legal authority over any institution. The workshops, publications and speakers provided by these professional organizations allow institutions the flexibility of selecting only the activities with which they wish to get involved.

Local agencies are usually branches of a state government and are charged with the responsibiltiy of implementing policy on the local level that was determined at a higher level. In this context, this study reviewed the effects of the higher level agency rather than the local agency level. However, there are still other areas for contact and cooperation that can be initiated locally, and in these instances this study reviewed and discussed the effects of local agencies on CFCC's operation. Local agencies are also

charged with providing services to the general public, as is the college. However, these services usually do not parallel or overlap the college's responsibilities. In cases where the college and a local agency initiate a cooperative venture the general public can benefit greatly.

Local agencies/groups can have a range of effects on local educational institutions. For instance, the Levy County Board of Public Instruction is a local public agency which is also in CFCC service district. Neither institution has control over the other but they are charged with carrying out their respective responsibilities in the same geographic area. Opportunities for cooperation, sharing facilities and coordinating curriculum offerings exist and such involvement can effect the decision-making of both institutions. A Nova University Practicum by Thompson, indicated that insofar as the curriculum was concerned, the area secondary schools had the greatest measurable effect on curriculum (at Polk Community College in Winter Haven, Florida). Thompson's study included such community influences as religion, business, government, state legislatures, accrediting agencies, alumni, parents, community power structure and other educational institutions. In particular, the reason given for this influence was that the secondary school teachers participate in workshops and institutes at the college and utilize the library, equipment and other resources.

Involvement with the vast array of agencies/groups at

all levels is not new or foreign to the community college. Indeed, serving community needs must include extensive involvement with external influences which in turn will effect the operations of an institution. Hoenninger and Black in "The Need for the 'Community College Without Walls'", state that "Administrators must recognize that the education of adults is a shared responsibility involving other service agencies and all pertinent community resources." 10

The relationships between community colleges and external influences which have been developing during the last several decades can be illustrated by showing the balance of power between internal and external forces. Internal groups include students, faculty, administrators and trustees. The principal external groups include federal, state, and local governments, local non-governmental groups, alumni, and citizens. The fundamental question is "to what degree will decision-making move off the individual campus and into state and federal bureaucracies?" 11

From the institutional perspective of Central Florida Community College, the need for and interest in this study was justified on the basis of three items.

First, the comments made by CFCC's Dean of Academic Affairs, Dean of Student Affairs, and Director of Research and Development all emphasized the need for top administrators to have this kind of information at their disposal. Information of this type, compiled in a format that would permit

an overview of the summary effect of external agencies/groups, would be useful for planning and evaluation purposes.

Second, this study would enable faculty to comprehend and appreciate the variation and scope of external influences on CFCC decision-making. Some faculty members are interested in the possibility of bringing an organized union to the CFCC campus and may not be fully aware of the magnitude of external influences. Many items that are thought of as negotiable are now partially or solely controlled by external agencies. Consequently, this study would provide factual information that would be useful to faculty members regardless of their opinion about unionism and collective bargaining.

The third justification was based on several discussions with CFCC's Director of Research and Development. He has indicated there is a good possiblity of the college's conducting a community assessment survey during the coming year. The study herein will provide resource information that may be useful in the design of the different community survey instruments as well as agencies/groups that perhaps should be surveyed.

In Nova University's Educational Policy Systems Module for community college faculty, the lectures and the study guide emphasize the importance and the far-reaching effects of external agencies/groups on the community college. The focal point of this study was to show the influences external agencies/groups have on CFCC.

A review of the literature did not reveal any research that was identical to the study contained herein. However, the sources outlined below were useful in establishing a conceptual base for this study.

The Academic Revolution
Change Magazine
Chronicle of Higher Education
The College Board Review
College and University
Community College Journal
Community College Review
Community Education Journal
The Governmental Process
Education Interest Groups in the Nations Capital
Education Index
ERIC
Nova University's Educational Policy Systems Study Guide
Organizational Psychology
Peabody Journal of Education
The Political Terrain of American Post-Secondary Education

PROCEDURES

The investigation of the effect external groups and agencies have on the operation of Central Florida Community College was conducted by administering a questionnaire to selected college administrators. Specifically, the following steps were used:

STEP 1 A questionnaire was developed by the author of this study for use during the personal interviews.

STEP 2 Appointments were made with the college administrator for a personal interview at a later date. At the time an appointment was made, the person to be interviewed was informed of:

1. the specific topic of this investigation,
2. the purpose for the interview, and
3. the general nature of questions that would be asked.

STEP 3 Personal interviews were conducted by the author of this study. The questionnaire was used and, where necessary, follow-up questions were asked. The responses were logged on a questionnaire sheet (see Appendix A).

STEP 4 General inferences were made from the questionnaire sheet as to the effects external agencies and groups had on the college's operation.

In conducting this descriptive study, the personal interview was used because it permitted follow-up questions. These follow-up questions were frequently necessary to fully comprehend the varied effects, both obvious and subtle, that external influences have on the college.

The intent of the questionnaire was threefold:

1. to identify the names and types of external agencies/groups,
2. to summarize the particular suggestions, requirements and, in some cases, demands of each external influence and,
3. to summarize the effects that external agencies/groups have had on the operation of the college.

Thirteen administrators were included in the study. Those selected for interview were chosen because they represented each of the three major areas of the college, i.e. Academic Affairs, Business Affairs, and Student Affairs. Based on the author's prior information as a CFCC administrator and confirmed by the Dean of Academic Affairs, it was known that the Applied Science Division was greatly effected by external agencies/groups, hence their inclusion in the study. The directors of the Divisions of Natural Science, Fine Arts, and Business and Social Sciences were not interviewed in the study because the effect external influences had on these areas was negligible.

In understanding the intent and scope of this study, the reader should be cognizant of the following limitations:

1. Because of the intent of this study, as well as the time limitations of personal interviews, it was not feasible to interview every CFCC administrator or to detail all the effects of every agency/group which effect the college.
2. There were variances in the personal interviews because of
   a. the degree of involvement each administrator had with specific agencies/groups,
   b. the kinds of follow-up questions that were asked in regard to each agency/group,
   c. the kind of relationship an administrator had with any given agency which might have consciously or unconsciously, biased his judgement and subsequent responses.
   d. the administrative level of the person being interviewed might tend to distort the perceived effects of an agency/group. A top level administrator would presumably see the over-all effects whereas a middle level administrator would present a narrower view, a more specific view.
3. The questionnaire was not pilot-tested on a sample of the type of people to be interviewed.
4. The responses of a college administrator might be different than faculty or student responses.

This study does not attempt to include these two viewpoints.

5. No attempt is made to examine the effect individuals or informal groups might have on the operation of the college.
6. This study was only concerned with the effect external agencies/groups have on Central Florida Community College and may not necessarily be similar to the responses one might receive from the college administration of another community college.

Each of the above limitations was considered in the design and implementation of this study, as well as in evaluating the results received. On the other hand, this study was undertaken on the premise that the following assumptions were valid:

1. The college administrator is the one individual on the campus who is required to work with external agencies. In the discharge of his responsibilities, he frequently initiates the contact. Thus, he is in a unique position to assist in summarizing the effects external influences have on college operations.
2. It was assumed that the administrators selected for interview were chosen so their composite

responses would accurately reflect the effect external influences have on the college without the necessity of interviewing every administrator.

3. The personal interview along with the questionnaire provides sufficient continuity, format flexibility, and opportunity for follow-up questions; therefore, it is an appropriate method to use in soliciting the type of information called for in this study.
4. This study assumed that the results obtained would enable specific summary statements to be made regarding the effect external agencies/groups have on the operations of the college.
5. It was also assumed that these summary statements would be useful to the students, faculty, and administrators in comprehending the complexity of decision-making as related to the effects of external agencies/groups.

Throughout the study, reference was made to numerous terms. It is important for the reader to understand these terms if the intent and purpose of this study is to be achieved.

AGENCY - This term refers to a local, state, or federal governmental administrative unit.

COLLEGE'S DECISION-MAKING PROCESS - This phrase is intended to be inclusive of any formal or informal

college policy-making or procedural decisions which effect the operation of CFCC.

EXTERNAL INFLUENCE - This term refers to the effect any organized agency or group, outside the direct control of the college, might have on the college's decision-making process. It is also used to refer to agencies/groups collectively.

GROUP (or organized group) - This term refers to formally organized groups of people, e.g. chamber of commerce, church, advisory committee, professional association, accrediting group, etc.

OPERATION OF CFCC - This phrase refers to any aspect of the management of the college which relates to students, faculty, and staff at Central Florida Community College.

RESULTS

All of the relevant data obtained from this study has been summarized for display in a series of six tables. The tables are presented in the following sequence:

TABLE NUMBER	TITLE
1	Federal Agencies
2	National Groups
3	State/Regional Agencies
4	State/Regional Groups
5	Local Agencies
6	Local Groups

The descriptive headings of the columns are identical for the six tables. An explanatory note for each heading is outlined below:

NAME OF AGENCY/GROUP — This is the official name of the agency or group. In some instances, sub-agencies/groups are listed to denote the variety of organizations involved with CFCC.

CFCC AREA DIRECTLY CONCERNED — This showed the specific CFCC administrative area directly in-

volved with the agency/group. The sub-agencies/groups listed beside the administrative areas do not necessarily related directly to that particular admininstrative area. Sub-agencies/groups were listed to give some indication of the extent of the involvement. The listing 'total college' was occasionally used when the effect was college-wide.

IF INVOLVEMENT WAS ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?

This question is designed to determine whether the college or the agency/group made the initial move to become involved and for what reason.

EFFECT ON ADMINISTRATIVE AREA

This is the administrator's response on the specific effect the agency/group has had on the administrative area listed.

EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF, AND STUDENTS

This is the administrator's response on the specific effect the agency/group has had on the college.

It is not intended to be all-inclusive but rather designed to highlight one or two examples.

ASSESSMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP

This is usually a one word assessment indicated by an administrator, describing the over-all relationship the college has had with a particular agency/group.

FUTURE EFFECT ON ADMINISTRATIVE AREA

This is the administrator's estimate of how the particular agency/group effect the administrative area in the future.

SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP

This column gives the administrator's thoughts on how the agency/group relationship might be enhanced in the future.

A blank space indicates that no response was received.

Appendix A includes the questionnaire used in this study. Appendix B is a list of the thirteen administrators interviewed, the administrative area represented by each and the date of the interview. Appendix C is a listing of the number of agencies and groups effecting each administrative area.

The six tables summarized the information received.

during the interview process. The specific tables and the respective highlights are as follows:

TABLE 1 - FEDERAL AGENCIES - There were four agencies and seven sub-agencies listed in this table. Involvement is encouraged because of the opportunity to obtain funding to provide services to students in the absence of sufficient local and state funds. Lengthy reporting requirements, regulations, and guidelines are a substantial part of the administrative picture. The effects on students, faculty and staff are unending, curriculum, athletics, personnel, facilities and a host of administrative policies and procedures are changed, deleted and added because of federal requirements. The federal government places requirements on colleges and enforces them by withholding federal aid in all programs, as evidenced by 'student rights' regulations. The relationships were assessed as positive. Future effects range from "no change" to "anticipate more regulation". Suggestions include more staffing for the Financial Aid Office to properly handle the work load. Federal student aid funding will be effected in the future by the willingness of the college to provide adequate staffing to handle funds and accompanying regulations.

TABLE 2 - NATIONAL GROUPS - There were fifteen national groups and one sub-group listed in this table. With the ex-

ception of one administrative area, all areas encouraged the involvement as they believed the relationship would be beneficial to the college. In most cases, the effect on the administrative area was either the promotion of professional growth or the setting of standards which the administrator attempted to follow in conducting a quality program. The effect on students, faculty, and staff varied from information on what was obtained and included in the instructional program, to making the college more conscious of its Equal Opportunity Employer committments, to being able to provide improved job opportunities for students. The relationships were mostly positive. Little change was seen for the future and continued participation was the primary suggestion for CFCC in working with these groups.

TABLE 3 - STATE/REGIONAL AGENCIES - There were seven agencies and seven sub-agencies included in this table. One third of the agencies listed effected the Applied Science Division. The State Department of Education is the major agency listed in this table. The involvement is required because the college is, by law, under the perview of this agency. The administrative effects consist of extensive reporting requirements and adherence to state laws and regulations. The relationship assessment was positive. The effect on students, faculty, and staff was direct and constant because of voluminous rules and regulations that must be followed by every area of the college.

future effects ranged from increased state reports and increased state control to "no change". Suggestions for CFCC for working with state agencies were minimal but included asking the state to resolve conflicts in laws, to getting reports, once they are on-campus, to the proper office in sufficient time to allow for the completion and return of the report prior to the deadline.

TABLE 4 - STATE/REGIONAL GROUPS - There were thirteen groups included in this table. With the exception of the Southern Association of Colleges and Schools, which was encouraged because of the need for institutional accreditation, most other groups were encouraged to promote professional development, to exchange ideas and to keep abreast of the latest developments in the administrator's particular area. The effect on the administrative area was attendance at annual meetings, conferences, workshops, and the receipt of professional publications. Information has been brought back to the campus and used in program development and evaluation. In nearly every case, the relationship between the group and the college was positive. If a comment was made about the future it was generally that no particular change was seen. The only suggestion concerned the idea that the college should make use of the Southern Association's consultant and technical expertise.

TABLE 5 - LOCAL AGENCIES - There were six agencies and one sub-agency listed in this table. Involvement with the three county school boards was regulated by the state when they established the college district. Another type of involvement occurs with the county commission and the city council, as the college is physically located in an area that is under their jurisdiction. The administrator of the college library has sought the cooperation of the two area libraries in an effort to provide more resources for all the people in the surrounding area and to avoid some duplication of materials. With the exception of the library, the effects on various administrative areas has been limited. The total campus has benefitted because of improved water and sewer facilities, police protection, and transportation for Citrus county students. The relationships were considered positive. Future effects and suggestions were practically nil for local agencies.

TABLE 6 - LOCAL GROUPS - There were twenty-three groups included in this table. Involvement with local groups was encouraged by the college, primarily the Applied Science Division with eighteen out of the twenty-three groups reported in this study. The reasons for encouraging the establishment of these eighteen advisory committees was to seek advice from area employers relative to curriculum, to develop part-time job sources and to improve full-time job opportunities for CFCC graduates.

Involvement with the area counselors group was encouraged to promote articulation between the college and each high school in the college's service district; whereas, the Central Florida Endowment Corporation is still in the process of being actively developed. The effects on the administrative areas insofar as the advisory committees are concerned, has been to provide advice and assistance, when called upon by the Applied Science Division. Students have benefitted by receiving more job opportunities than in the past. The relationships have all been positive. With regard to the future, the college hopes to activate the Endowment Corporation and economic benefits will result from this group. The major suggestion was from the Applied Science area, which was that we need more contact with advisory groups.

In summarizing the important results learned from this study, the following items should be noted:

1. The Department of Health, Education, and Welfare and the State Department of Education have the greatest effect on the operation of Central Florida Community College.
2. The vast majority of national and state/regional groups provide a service to the college's operation in that they serve to promote professional growth and enhance staff development.
3. The dominance of federal and state control is evident by

the lack of involvement with local agencies on the part of those administrators interviewed.

4. External agencies at all levels have extensive effects on the Applied Science Division.

5. The inter-library cooperation on the local level is a good example of involvement which benefits all concerned, is initiated locally and not required or mandated by another outside agency.

6. The college has taken the lead in encouraging the vast majority of federal, national and state/regional agencies/groups to become involved with the college.

7. The majority of college administrators assessed the college's relationship with external agencies/groups as positive.

8. Insofar as the future effect is concerned, most administrators indicated 'no change' or 'no response'.

9. Very few suggestions were made as to how CFCC might work with agencies/groups.

10. As a result of several administrative areas receiving federal funds, the federal government has been able to bring about categorical social changes on the CFCC campus by promising to withhold all federal funds. Examples of the social changes are 'student rights' requirements, review and change in employment policies and requiring the college to initiate major changes in womens' athletics.

The Following Is A List Of The

FEDERAL AGENCIES

Included In This Study

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
- Bureau of Post-Secondary Education
- Division of Institutional Development
- Division of Student Financial Aid
- National Institute of Health
- National Science Foundation
- Office of Civil Rights
- Office of Education

DEPARTMENT OF LABOR

UNITED STATES NUCLEAR REGULATORY COMMISSION

VETERANS' ADMINISTRATION

TABLE# 1 FEDERAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESSMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE Bureau of Post-Secondary Education Division of Institutional Development Division of Student Financial Aid	Admissions and Records	Not Encouraged	Annual change in reporting requirements---maintaining data on race & sex--responsible for implimenting the Buckley Amendment--application for admission had to be changed to delete reference to marital status.	Buckley Amendment reduced amount of information that can be given out to general public & several public agencies--enabled students to view all parts of their records, to add a written statement to their file, etc.	Good Relationship	Foresee additional Federal control which will result in additional reports---federal legislation to correct some abuses nation wide as well as locally.	
National Institute of Health National Science Foundation	Business Affairs	Not Encouraged	Additional federal reports because of involvement by other administrative areas on campus.		Positive		
Office of Civil Rights Office of Education	Co-Op and Placement	Encouraged in order to obtain "seed" money to begin a Co-Op and Placement program.	Initial funding accomplished purpose of getting program started 1975-76 last year of Federal funding--college now has total responsibility--3 full time people plus 1 secretary comprise staff--fiscal control program reviews, reports, etc.	Liason contacts established throughout local, state & regional areas--companies are now contacting the college for a chance to interview and employ graduates. Title IX has effected way in which job opening are listed.	Positive	None in funding area.	
	Financial Aid	Encouraged, in order to increase enrollment and better meet the needs of students	Responsible for administering a lengthly series of regulations ---additional paperwork, and constantly changing reporting requirments.	College enrollment has increased---work study programs have provided good work experiences when the student has received proper supervision. Many college employees view the student work program as a substitute for employees they feel college should provide---faculty attitude has changed during the last few years from viewing financial aid as a "welfare" program to one which can truly help students.	Generally very positive	Minimum student grade point averages will be required for students to continue receiving their aid.	The financial aid office needs to be properly staffed, otherwise the level of federal funding CFCC receives will be effected. Administrative expense money that the college receives should be put back into financial aid budget instead of the general college account.

TABLE# 1 FEDERAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
DEPARTMENT OF HEALTH, EDUCATION AND WELFARE (continued)	Library	Encouraged in order to obtain funds ($4000 grant for materials)	Additional reports & college required to continue certain ratio (maintenance of level) expenditures, between personnel and materials in order to continue maximum grant elegibility.	Funds have supplemented library budget so that more materials could be made available to student and faculty.	Positive		
	Research and Development	Encouraged, in order to obtain a funding source for various college activities.	A large number of program and fiscal reports	Provided funds for institutional salaries, equipment, facilities, student aid, 'seed' money to launch new programs, etc.	Positive	No change	
	Special services	Encouraged, in order to provide additional services to students, e.g. counseling, tutoring, special courses.	Agency has set student eligibility standards---a large number of students have been able to succeed in college that otherwise would have dropped out.		Positive		
	Total college	Involvement with Office of Civil Rights required in order to maintain federal funding.		College had to review all personnel polocies---vacancies are made known to a larger number of people--- college administration is much more conscious of the need to employ more minorities & females---employment of a minority recruiter to recruit minority students addition of inter-collegiate tennis, & volleyball for women.	Positive	Development of a college plan for retirement & promotion of personnel---the effects of this agency will 'level off' in the next few years, if we comply with the regulations on the books ---also, may depend on who our next president is & which party is in power. More changes requiring financial commitment will possibly be necessary in the future.	
DEPARTMENT OF LABOR	Total college	Not encouraged	Occupational Health & Safety Act has required college to review carefully every facility and employee situation---a safety officer has been designated for campus---state grant has been obtained to 1) add additional ramps for buildings, 2) lower water fountains 3) remodel certain lab facilities--all this is essential to help college be in compliance with OSHA.				

TABLE 1 FEDERAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
UNITED STATES NUCLEAR REGULATORY COMMISSION	Applied Science	Encouraged, in order to provide necessary facilities to implement a re-actor operator technology program and to enhance existing radiological health program.	Strict & rigid requirements on program, personnel, facilities, etc., annual visits by monitoring team.	Regulations have not materially effected program division had planned to implement.	Positive	Next year (1977-1978) reactor will be in operation thus numer-reports and on-site inspections will be made	
VETERANS ADMINISTRATION	Admissions and Records	Encouraged, in order to attract students to the college who were eligible for VA benefits.	Establishment of a Veterans Affairs office, for the most part funded by federal funds---additional program and fiscal reports---identification of VA students on class rolls.	Placement of a Veterans representative on campus two days each week (college provided space)---establishment of a 'standards of progress' plan for VA student (in-depth review of college attendence policy) maintaining 'clock-hour time sheets' on VA students enrolled in vocational programs.			

The Following Is A List Of The

NATIONAL GROUPS

Included In This Study

AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES
Council On Black American Affairs

AMERICAN ASSOCIATION OF UNIVERSITY PORFESSORS

AMERICAN COLLEGE TESTING SERVICE

AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

AMERICAN LIBRARY ASSOCIATION

AMERICAN NUCLEAR SOCIETY

AMERICAN SOCIETY OF ENGINEERING EDUCATION

COLLEGE ENTRANCE EXAMINATION BOARD

COLLEGE PLACEMENT COUNCIL

CO-OP EDUCATION ASSOCIATION

NATIONAL COUNCIL FOR RESOURCE DEVELOPMENT

NATIONAL LEAGUE OF NURSING

NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION

NURSES ASSOCIATION OF AMERICAN COLLEGES OF OBSTETRICIANS AND GYNECOLOGISTS

TABLE# 2 NATIONAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS & ADMISSIONS OFFICERS	Admissions and Records	Encouraged, in order to provide professional growth opportunities for staff, as well as general information	Has helped staff in office procedures, transcript evaluation determing institutional accreditation, professional growth.	Office procedures have been implemented to benefit students, these procedures were obtained from organizations, publications, & annual meetings.	Positive	No change	Continued participation.
AMERICAN ASSOCIATION OF COMMUNITY AND JUNIOR COLLEGES	Total College	Encouraged, because it represented community colleges nationally, also laison with Congress & national agencies.		College purchases of subscription of "Community College Journal" for distribution to faculty and administration--association focused on different types of community colleges other than CFCC represents, so effect is minimal.	Positive		
Council on Black American Affairs	Research and Development	Encouraged, in order to help institution be sensitive to and meet its commitment to Black Americans.	Provided up-to-date information on national scene.	Council kept pressure on Congress to keep "financial need" factor in financial aid programs in which CFCC participates--has helped college effectively meet its commitment as an Equal Opportunity Employer.	Positive	No change	Continued participation.
AMERICAN ASSOCIATION OF UNIVERSITY PROFESSORS	Research and Development	Encouraged, in order to obtain national salary information.	Compilation of CFCC employee salary information for AAUP questionaire.	Receipt of comparative salary data has been used in reviewing CFCC salary schedules.	Positive	No change	
AMERICAN COLLEGE TESTING SERVICE *	Admissions and Records	Encouraged, in conjunction with counseling department to meet request of area high school counselors.	Five national testing dates have been established so that test can be given on campus during 1976-1977 year.	Too early to predict.	Positive (thus far)	This test will likely become the preferred test to have students take before admission to CFCC.	
* ALSO PROVIDE FINANCIAL NEED ANALYSIS SERVICE	Financial Aid	Encouraged so that a need analysis could be made of each student applying for aid.	This national service provides uniformity and equity in administering financial aid, and aids int the clerical processing of applications.				

TABLE# 2 NATIONAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
AMERICAN EDUCATIONAL RESEARCH ASSOCIATION	Research and Development	Encouraged, in order to obtain ideas for funding, professional contacts.	Helped to promote professional growth.	Provided student personnel with several projection techniques for forecasting enrollment.	Positive	No change	Continued participation.
AMERICAN LIBRARY ASSOCIATION	Library	Encouraged, in order to utilize their standards in development of library services.	Justification for cataloging position was based on information obtained from this association.	Cataloger position enabled library to provide more accurated and effecient service.	Positive		
AMERICAN NUCLEAR SOCIETY	Applied Science	Encouraged, in order to promote professional development and to receive ideas and information.	Promote professional growth .	Ideas have been included in instruction in radiological health.	Positive	No change	
AMERICAN SOCIETY OF ENGINEERING EDUCATION	Applied Science	Encouraged, to promote professional growth, exchange of ideas and information .	Helped to promote professional growth.		Positive	No change	Continued participation.
COLLEGE ENTRANCE EXAMINATION BOARD	Admissions and Records	Encouraged, in order to participate in advanced placement and CLEP programs, and to receive score reports of those students taking the S.A.T. exam .	Additional administrative work to interpret CLEP results and post data on student transcripts.	Students have accelerated their study thus saving time and money.	Positive	A greater number of people will take advantage of CLEP---as a result of no state wide test, the college will receive more S.A.T. scores on new students.	
	Student Affairs	Encouraged, in order to obtain publications.	Specific publications soarked ideas for a CFCC staff development program	A December program has been set-up with John Lee, a time management specialist. All staff will be urged to participate.			
COLLEGE PLACEMENT COUNCIL	Co-Op and Placement	Encouraged, in order to promote professional growth.	Helped to develope employer contacts for student interviews on campus--code of ethics suggested by council has been used	Employee contacts and subsequent interviews has resulted in more employers coming to campus from a larger geographical area.	Positive	Council will establish a certification process for placement officers	College is currently associate member, suggest full membership so that ample supply of all materials can be utilized in office operations.
CO-OP EDUCATION ASSOCIATION	Co-Op and Placement	Suggested by the Department of Health, Education & Welfare for all institutions receiving HEW funding.	Developed code of ethics which is now part of office operations---new employer contacts have been obtained.	Materials received have been incorporated into the Co-Op (OCO) classes.	Very positive	No change	Continued participation.
NATIONAL COUNCIL FOR RESOURCE DEVELOPMENT	Research and Development	Encouraged, in order to promote professional growth, develope outside funding sources, etc.	Promote professional growth.	Institution has participated in a consortium model for a needs assesment---information on student characteristics was provided to faculty members.	Positive	No change	

TABLE# 2 NATIONAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW HAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
NATIONAL LEAGUE OF NURSING	Applied Science	Encouraged, in order to comply with standards---prospective graduates receive better job opportunities if school they graduated from is N.L.N. accredited.	Served as a guide in maintaining quality of program---attempts have been made to gradually upgrade program so that future accreditation can be obtained.	Of late, student graduates are not getting some job promotions because CFCC is not N.L.N. accredited.	Positive	Student nurse graduates will be more severly effected unless NLN accreditation can be obtained.	In 3-4 years CFCC should attempt to have nursing program meet NLN accreditation standards.
NATIONAL JUNIOR COLLEGE ATHLETIC ASSOCIATION	Student Affairs	Encouraged, so college could participate in inter-collegiate competition tournaments.		Students are required to have a minimum grade point average to be eligible to play--- 1.6 GPA on 10 hours.	Positive	No change	
NURSES ASSOCIATION OF AMERICAN COLLEGES OF OBSTETRICIANS AND GYNECOLOGISTS	Applied Science	Encouraged in order to promote professional development.		Institutional materials have been received and used in classroom settings.	Positve	No change	

The Following Is A List Of The

STATE/REGIONAL AGENCIES

Included In This Study

FLORIDA STATE BOARD OF COSMETOLOGY

FLORIDA STATE BOARD OF HEALTH

FLORIDA STATE BOARD OF NURSING

FLORIDA STATE DEPARTMENT OF COMMUNITY AFFARIS

FLORIDA STATE DEPARTMENT OF EDUCATION
- Division Of Community Colleges
- Division Of Scholarships And Loans
- Division Of Vocational Education

FLORIDA STATE DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES
- Bureau Of Blind Services
- Division Of Family Services
- Division Of Vocational Rehabilitation

FLORIDA STATE DEPARTMENT OF LAW ENFORCEMENT

BUREAU OF CHIEFS OF POLICE

TABLE# 3 STATE/REGIONAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESSMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA STATE BOARD OF COSMETOLOGY	Applied Science	Since the state requires the student to have a license, the college was required to be involved if it wanted to offer the program .	An array of regulations governing faculty, students, facilities, equipment & curriculum---inspectors come twice a year.	Requires program to be subject to two sets of regulations, i.e. State Department of Education for Cosmetology & Florida State Board of Cosmetology.	Positive	Depends who sits on Board---most people sitting on Board own or operate private business and view the public sector as a competitor for students.	Somehow the state should eliminate the duplication.
FLORIDA STATE BOARD OF HEALTH	Applied Science	Not encouraged	Monitors regulations published by the United States Nuclear Regulatory Commission	Faculty has to be prepared for annual visit as well as to comply with regulations in order to avoid any emergency visits.	Positive	Visits will likely increase once the nuclear reactor is operative in 1977-78.	
	Academic affairs	Encouraged in order to obtain funding.	Funds have recently been received to purchase equipment for Emergency Medical Technician course.				
FLORIDA STATE DEPARTMENT OF NURSING	Applied Science	Required involvement if college wished to have a nursing program.	Elaborate set of rules & regualtions effecting every aspect of nursing program---Board has legal authority to enforce regulations	Board determines wether CFCC are eligible to sit for state license examination---new requirement is that all nurses have 15 clock hours of instruction each year to keep abreast of changes in nursing/medical field.	Positive		College should consider employing full-time continuing educations nurse to help faculty keep up with State Board continuing education requirements as weel as nurses in the field.
FLORIDA STATE DEPARTMENT OF COMMUNITY AFFAIRS Division of Manpower Training	Financial Aid & Special Services	Encouraged to provide services to students.	Office must keep up with time sheets for each student.	Program has provided training opportunities at college and funds for students to attend college.	Positive		
STATE DEPARTMENT OF EDUCATION Division of Community Colleges Division of Scholarships and Loans Division of Vocational Education	Academic affairs	College involvement required as CFCC was created by the 1957 legislature to be a part of the Community College system administered by the State Department of Education.	Additional reporting requirements---through Dean's council the idea of employing an assistant dean was obtained & implemented in fall 1976.	Because of various state regulations regarding the assignment of resources, decisions regarding curriculum, class size, employment of faculty, etc. have been effected by this agency	Positive		

TABLE# 3 STATE/REGIONAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA STATE DEPARTMENT OF EDUCATION (continued)	Admissions and Records	Involvement required by law.	Periodic & annual reports on student enrollment---admissions & records policies & procedures must conform to state regulations	Frequent changes in procedures & policies to confrom with state regulations, e.g. collection of fees, common course numbering system and common transcripts.	Positive	Foresee more state control effecting internal policies & procedures	Department should resolve differences in federal & state law regarding confidentiality of student records.
	Applied Science	Involvement required by law.	Periodic reports on student enrollment, funding needs for equipment and facilities Also, lists regulations for cosmetology program (duplication) similar to State Board of Cosmetology.	Facilities & equipment purchases & curriculum have been subject to state approval.	Positive	No change	
	Business affairs	Involvement required by law.	Additional reports---specific state regulations must be followed in the fiscal operations---periodic visits by state auditors who spend several months on campus at one time.		Positive		
	Co-Op and Placement	Involvement required by law.	Procedure had to be developed to handle the required follow-up & placement study ---procedures developed to help graduates, withdrawles & any other person needing employment assistance.	A number of instructional areas have established performance-based objectives for individual courses.	Positive	Eventually the follow-up & placement study will be expanded to included all programs--college will need to make improvements with programs with a low placement percentage.	
	Financial aid	(Mostly concerned with scholarship and loan division) Involvement was engouraged to increase enrollment and meet student needs.	Additional paperwork and reporting requirments	Students receiving state loans required to have an interview with the placement office regarding career opportunities in the field they have selected---this procedure has been quite helpful to a number of students.	Positive	No change	Office needs more statistical data on students to help secure the necessary funding,e.g. income data.
	Library	Involvement required by law.	Completion of state reports.		Positive	No change	
	Research and Development	Involvement required by law.	Preparation & coordination of all state reports.	Providing necessary information has assisted the Division of Community Colleges in formulating funding requests to state legislature.	Positive	No change	

TABLE# 3 STATE/REGIONAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA STATE DEPARTMENT OF HEALTH AND REHABILITATIVE SERVICES	Academic Affairs	Encouraged in an effort to promote course offering at correctional facility a Lowell (FCI)	FCI has requested certain course offerings which college has attempted to provide.	Students have been able to either begin or in many cases continue college programs while incarcerated---college has received additional FTE.			
	Applied Science	None yet.				CFCC has been designated by the state as a training center for correctional personnel--a correctiona standards council will be set up similar to police standards council--this training program for corrections personnel will supplement two year degree program in corrections technology.	
	Financial Aid	Encouraged in order to meet student needs.	Additional paperwork, additional time to interview and counsel students.	Funding has enabled students to attend college who otherwise would have been unable to attend.	Positive	No change	
	Special Services	Encouraged, in order to provide services to a special category of students .	Bookkeeping, reports, additional time spent with students.	Blind students have had readers provided---because CFCC's willingness to work with blind students we have been sent more students than any other college in central Florida---faculty has been sensitize to special needs of handicapped students.	Very positive	Foresee additional number of blind students being sent to CFCC.	
FLORIDA STATE DEPARTMENT OF LAW ENFORCEMENT	Applied Science	State indentified college as a potential training institute & college agreed to participate, to supplement degree program in Law Enforcement Technology.	This department, through the police standards council, provides minimum curriculum & instructional standards as well as funds to support program.	Has enabled several hundred people to receive certification & to get started on a degree program.	Positive		

TABLE# 3 STATE/REGIONAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA STATE DEPARTMENT OF LAW ENFORCEMENT (continued)							
Bureau of Chiefs of Police	Applied Science	Encouraged to promote professional development.	Porfessional dialogue on wide range of law enforcement activities.	Faculty development.	Positive		

The Following Is A List Of The

STATE/REGIONAL GROUPS

Included In This Study

FLORIDA ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

FLORIDA ASSOCIATION OF COMMUNITY COLLEGES

FLORIDA ASSOCIATION FOR MEDIA IN EDUCATION

FLORIDA COLLEGE PLACEMENT ASSOCIATION

FLORIDA COMMUNITY COLLEGE CO-OP EDUCATION COUNCIL

FLORIDA COMMUNITY COLLEGE INTER-INSTITUTIONAL RESEARCH COUNCIL

FLORIDA COUNCIL FOR RESOURCE DEVELOPMENT

FLORIDA INSTITUTE OF CONSULTING ENGINEERS

FLORIDA LIBRARY ASSOCIATION

FLORIDA NURSES ASSOCIATION

FLROIDA TECHNICAL EDUCATORS ASSOCIATION

FLORIDA VOCATIONAL ASSOCIATION

SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

SOUTHERN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS

TABLE# 4 STATE/REGIONAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS	Admissions and Records	Encouraged, in order to promote professional and staff development.	Professional workshops have helped interpret state regulations, refine office procedures & provided opportunities for staff development for career employees.	State-wide surveys on graduation fees, catalogs and equipment have been useful in planning future approaches to these particular activities.	Very positive	No change	
FLORIDA ASSOCIATION OF COMMUNITY COLLEGES	Total College	Encouraged because all levels of personnel could participate & it is the only state group speaking solely for the interests of the community colleges.		Lobbying efforts with legislature has resulted in increased funding for entire community college system--adverse legislation regarding regulations, requirements, mandates, has been changed or eliminated, e.g. prevented passage of no recruitment legislation.	Positive		
FLORIDA ASSOCIATION FOR MEDIA IN EDUCATION	Library	Encouraged to promote staff development.	Staff has attended workshops, annual meetings & professional conferences.		Positive		
FLORIDA COLLEGE PLACEMENT ASSOCIATION	Co-Op and Placement	Encouraged because of professional contact with placement officers in Universities, Community Colleges & private colleges throughout the state.	Provided state-wide meetings & workshops for professionals.	Faculty development.	Positive	No change	
FLORIDA COMMUNITY COLLEGE CO-OP EDUCATION COUNCIL	Co-Op and Placement	Encouraged, in order to promote professional development.	Professional contacts, exchange of information.	Co-Op faculty development.	Positive	No change	
FLORIDA COMMUNITY COLLEGE INTER-INSTITUTIONAL RESEARCH COUNCIL	Research and Development	Encouraged, in order to research expertise for campus projects and to receive copies of research reports done around the state.	Assisted campus administrators in developing & promoting on-campus research.	Completed studies have been done recently for student personnel and the vocational programs. Student personnel used study in self-evaluation of its programs.	Positive	Attempt will be made to have on-campus administrators learn more about research so they can use it in the decision making process.	
FLORIDA COUNCIL FOR RESOURCE DEVELOPMENT	Research and Development	Encouraged, in order to develope outside funding sources.	Has assisted director in acquiring additional skills in research, writing grant proposals, etc.	Several faculty members have been involved in writing grants & some of the information obtained from this group has been used in developing these proposals.	Positive	No change	

TABLE# 4 STATE/REGIONAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
FLORIDA INSTITUTE OF CONSULTING ENGINEERS	Co-Op and Placement	Encouraged, in order to help engineering graduates to obtain employment.	Mailing, postage and reproduction costs of getting CFCC engineering graduates before various employers has been reduced as this group provides this service at no charge.	Engineering students have received and accepted job offers through this listing	Very positive	No change	
FLORIDA LIBRARY ASSOCIATION	Library	Encouraged, in order to promote staff development.	Staff has benefited from the continuing education program established by this agency.				
FLORIDA NURSES ASSOCIATION	Applied Science	Encouraged in order to keep abreast of state & federal legislation.	Information source for legislation in nursing area.				
FLORIDA TECHNICAL EDUCATORS ASSOCIATION	Applied Science	Encouraged, in order to promote professional development of staff.	Dialogue, workshops, & conferences with technical educators throughout state has promoted professional development.	Faculty development for some applied science instructors.	Positive	No change	
FLORIDA VOCATIONAL ASSOCIATION	Applied Science	Encouraged, in order to promote professional development in vocational areas.	Numerous workshops have been attended & publications received which promoted professional development.	Same as'administrative area'comments.	Positive	No change	
SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS	Total College	Encouraged, in order to obtain highest accreditation possible for students benefit and to be eligible for federal funding.		Association has provided standards for each area of college, which college has complied with.	Positive		College should seek Association's technical consultant assistance and not rely mainly on Division of Community Colleges.
SOUTHERN ASSOCIATION OF COLLEGIATE REGISTRARS AND ADMISSIONS OFFICERS	Admissions and Records	Encouraged, to promote professional development.	Has promoted professional development & has provided opportunity to attend regional meeting when national meetings are not geographically convenient.	Staff attended Tampa meeting---staff morale improved.	Positive	No change	

The Following Is A List Of The

LOCAL AGENCIES

Included In This Study

CENTRAL FLORIDA REGIONAL LIBRARY

CITRUS COUNTY BOARD OF PUBLIC INSTRUCTION

LEVY COUNTY BOARD OF PUBLIC INSTRUCTION

MARION COUNTY BOARD OF PUBLIC INSTRUCTION

MARION COUNTY PROFESSIONAL LIBRARY

MARION COUNTY BOARD OF COUNTY COMMISSIONERS

OCALA CITY COUNCIL

TABLE# 5 LOCAL AGENCIES EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW HAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESSMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
CENTRAL FLORIDA REGIONAL LIBRARY	Library	Encouraged, in order to prevent duplication of services.	Because Regional Library has sufficient selection of light fiction college has reduced purchase in this area---college's library hours are reduced because public has access to Regional Library in Ocala.	Greater resources for students and faculty.	Positive		
CITRUS COUNTY BOARD OF PUBLIC INSTRUCTION	Total College	State included Citrus County in CFCC service district.		Daily transportation is provided for Citrus County students who attend CFCC---County Office Administrators have assisted Citrus County residents with various CFCC administrative procedures & in some cases intervened on behalf of students from the county---representatives from school board have met with CFCC to discuss community services courses (non-credit courses).	Positive	Possibly more contact as Citrus County grows & the number of Citrus County students attending CFCC increases.	Various administrative officials at CFCC & county school board meet periodically to discuss mutual concerns for college credit students.
LEVY COUNTY BOARD OF PUBLIC INSTRUCTION	Total College	State included Levy County in CFCC service district.		State has charged college with also serving the vocational needs of Levy County---a small number of vocational and credit students have been served.	Positive	School facilities have been used by the college to hold off-campus classes.	No change
MARION COUNTY BOARD OF PUBLIC INSTRUCTION	Total College	State included Marion County in CFCC service district.				An agreement was developed to determine which non-credit courses the college would offer & which the community school would offer.	
MARION COUNTY PROFESSIONAL LIBRARY	Library	Encouraged, in order to provide more services & maximize funds.	School Board professional library has purchased ERIC system---college does not duplicate---college has University microfilm & reference books that professional library does not duplicate.	Students & faculty benefit because of access to more resources in immdiate area.	Positive		
MARION COUNTY BOARD OF COUNTY COMMISSIONERS	Total College	Encouraged, because certain state & federal funds are channeled through commission & college needed commission's approval & endorsement.		Funding has enabled Emergency Medical Technician Program to be offered, and college has received funds to employ additional staff personnel.	Positive		
OCALA CITY COUNCIL	Total College	Encouraged, because college was outside city limits & needed sewer and water lines to serve its population.		College is now inside city limits & receives additional police protection & highway patrol.	Positive		

The Following Is A List Of The

LOCAL GROUPS

Included In This Study

ADVISORY COMMITTEES FOR APPLIED SCIENCE DIVISION:
- Agribusiness Technology Advisory Committee
- Agricultural Mechanics Advisory Committee
- Air Conditioning, Heating and Refrigeration Advisory Committee
- Automotive Industries Advisory Committee
- Building Construction Technology Advisory Committee
- Child Care Services Advisory Committee
- Civil Engineering Technology Advisory Committee
- Cosmetology Advisory Committee
- Drafting Practices Advisory Committee
- Electromechnical and Computer Technology Advisory Committee
- Electronics Advisory Committee
- Law Enforcement and Corrections Advisory Committee
- Machine Shop Practices Advisory Committee
- Nursing Advisory Committee
- Radiological Health Technology Advisory Committee
- Welding Advisory Committee

AREA HIGH SCHOOL COUNSELORS
CARPENTRY UNION
CENTRAL FLORIDA COMMUNITY COLLEGE ENDOWMENT CORPORATION
CO-OPERATIVE EDUCATION ADVISORY COMMITTEE
MARION COUNTY PERSONNEL AND MANAGEMENT ASSOCIATION
SOCIAL SERVICES COUNCIL
TROWEL AND TRADES UNION

TABLE# 6 LOCAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
ADVISORY COMMITTEES FOR APPLIED SCIENCE DIVISION Agribusiness Technology Advisory Committee Agricultural Mechanics Advisory Committee Air Conditioning, Heating and Refrigeration Advisory Committee Automotive Industries Advisory Committee Building Construction Technology Advisory Committee Child Care Services Advisory Committee Civil Engineering Technology Advisory Committee Cosmetology Advisory Committee Drafting Practices Advisory Committee Electromechanical and Computer Technology Advisory Committee Electronics Advisory Committee Law Enforcement and Corrections Advisory Committee Machine Shop Practices Advisory Committee Nursing Advisory Committee Radiological Health Technology Advisory Committee Welding Advisory Committee	APPLIED SCIENCE	Encouraged, in order to involve persons in community to enhance curriculum and to encourage these individuals to employ CFCC graduates.		Committees have made curriculum recommendations which have been implemented---graduates have had improved employment opportunities because community knows first-hand the quality of our programs---have given equipment, served as instructors & hired our students.	Very positive	The college should encourage more contact with these types of groups	

TABLE# 6 LOCAL GROUPS EFFECTING THE OPERATIONS OF CENTRAL FLORIDA COMMUNITY COLLEGE (Continued)

NAME OF AGENCY/GROUP	AREA DIRECTLY CONCERNED	IF INVOLVEMENT ACTIVELY ENCOURAGED, HOW WAS CFCC TO BENEFIT?	EFFECT ON ADMINISTRATIVE AREA	EFFECT AGENCY/GROUP HAS HAD ON FACULTY, STAFF & STUDENTS	ASSESMENT OF CFCC RELATIONSHIP WITH AGENCY/GROUP	FUTURE EFFECT ON ADMINISTRATIVE AREA	SUGGESTIONS FOR CFCC IN WORKING WITH AGENCY/GROUP
AREA HIGH SCHOOL COUNSELORS	Admissions and Records	Encouraged, in order to promote better articulation between the high school and the college	Group advocated College becoming a national test center for ACT test, which is being implemented during 1976-77--- group advised we move toward a "no credit" admission category for students who applied late.		Very positive		
CARPENTRY UNION	Applied Science	Encouraged to enhance curriculum	Served division in capacity of advisory committee.	Have helped establish an apprenticeship carpentry program on campus.			
CENTRAL FLORIDA COMMUNITY COLLEGE ENDOWMENT CORPORATION	Total College	Encouraged, in order to provide aid to students, funds for small projects and seed money for large projects.		None yet, as Corporation has been dromant for several years.		Anticipate economic benefits & broader base of community support for projects.	
CO-OPERATIVE EDUCATION ADVISORY COMMITTEE	Co-Op and Placement	Encouraged---good public relations provides placement stations, provides feed-back on Co-op programs.	Committee has helped in curriculum advisement for developing Co-op courses	Committee has made administration more aware of need for Co-op and placement thus resulting in additional administrative support.	Positive		
MARION COUNTY PERSONNEL AND MANAGEMENT ASSOCIATION	Co-Op and Placement	Encouraged, in order to exchange ideas and enhance employer contacts for CFCC students .	Information about job openings has been received---wage and salary information on large number of employers in area has been received.	Wage and salary survey has been passed along to CFCC administration for information in evaluating CFCC salary scales.	Positive		
SOCIAL SERVICES COUNCIL	Special Services	Encouraged, in order to exchange information.	Student tutor contacts have been made.	Students have benefited from contacts made.			More areas on campus should be involved with groups such as this.
TROWEL AND TRADES UNION	Applied Science	Encouraged, to develop curriculum & to increase employability of CFCC graduates.	Has served division in advisory capacity.				

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this study was threefold:

1) to identify the names and types of organized groups and agencies that currently have some influence on CFCC,
2) to summarize the pertinent suggestions and requirements made by these organized groups and agencies,
3) to summarize the effects that external agencies/groups have had on the operations of CFCC.

This study has identified an array of agencies/groups that effect the operation of CFCC. The study does not purport to identify all the agencies/groups involved with CFCC; however, it is believed, that this study has included the vast majority as well as the most important agencies/groups.

Insofar as the type of agency/group is concerned, the two-tiered classification system proved sufficient for the purposes of this study, i.e. agency versus group and, within these two categories, each entry was classified as national, federal, state/regional, or local.

A general observation of the pertinent suggestions and requirements made by these external influences covered in this study is that the effect of agencies could be listed as "requirements", whereas the effect of groups is more "suggestion" oriented.

The agency involvement is usually monetary and is accompanied by reports, reviews, and visits. The college's involvement with Health Education, and Welfare and the State Department of Education is such that these two agencies effect each area in the college. The only group that has the same wide-ranging effect on the college is the Southern Association of Colleges and Schools, an accrediting association. These three organizations required such items as submissions of fiscal reports, enrollment and demographic reports, reviews of programs, and adherence to guidelines and program specifications. Also, it is necessary for the total college to comply with such federal requirements as non-discrimination in employment and admissions practices.

The majority of groups involve professional organizations and advisory committees. From a legal aspect, they can not require the college to make changes in administrative policy or procedure. The effects of these groups on CFCC range from establishing standards or guidelines (which the institution can chose to utilize or igrore) to providing workshops, publications, and resource personnel which are also completely voluntary activities.

The advisory committees are, as the name implies, groups that make recommendations to college administrators. Obviously, it behooves the college to heed their suggestions, as they are local people who are potential employers for CFCC graduates. Area employers have a knowledge of the experiences a student

should bring with him when he applies for a job, and the college has a responsiblity to try to provide the needed educational experiences.

> A major focus of the community based philosophy at Kellogg Community College has been that of "outreach" in the form of developing close relationships with area businesses, industries and agencies. By reaching out, a community college becomes more sensitive to both goals and problem areas faced by busiess, industry, and agency leaders and workers. Problem solving for these groups can often take form in an educational model adapted to fit individual company or agency needs. 11

In summarizing the effect the agencies/groups have had on the operation of CFCC, one has to conclude that they are varied. Agencies on the national and state levels have horizontal and/or vertical effects. For instance, a vertical effect would be a situation where, one area of the college may decide to apply for federal funding and to accept the requirements and regulations to which the college will have to adhere. The flow of information will be from the area of the college involved with the program to the agency and back again. A horizontal effect is where several areas of the college may be involved with an agency. For example, Financial Aid or Special Services decides to participate in a federal program (vertical effect) and because of their participation the Business Office or any other office may be called upon to provide administrative assistance (horizontal effect). Many of the reports listed by the Business Office, Admissions and Records, and Research and Development areas were direct results of

this horizontal effect.

In most instances, the involvement with a federal or state agency was encouraged in order to recruit students (Financial Aid), and to obtain funds to offer certain academic programs, i.e. nursing, cosmetology (Applied Science) and to offer additional services to students, i.e. Cooperative Education and Placement. By encouraging these types of external influences the college has given approval to allowing outside influences to effect college decision-making. The assumption is that adverse effects would be off-set by the positive benefits that could be gained. The results of this study show that individual administrators tend to view their experiences with outside agencies as positive and that the general relationship between the college and external agencies also was considered positive.

During the course of this study, indirect references were made to the United States Congress and to the Florida State Legislature. The laws that both of these legislative bodies pass are turned over to various governmental agencies to interpret and administer. As an example, the Congress has passed legislation pertaining to civil rights and an institution that does not comply will be subject to losing its federal funding in other programs. In the case of civil rights, the federal government also pressed the State of Florida to bring its public institutions into compliance. The effects of this legislation of Central Florida Community

College have been the review of employment, retention, and promotion policies for all personnel; the employment of a minority recruiter; the addition of inter-collegiate tennis and volleyball for women; and the implementation of a student records policy regarding access to student records. In the interview with the Dean of Student Affairs, the point was made that these requirements, mainly by Health, Education, and Welfare, were beneficial to the well-being of the college, and that they were issues on which action probably would not have been taken if the external influences had not required the college to do so. The hope is that the Congressional legislation will result in long-term positive effects for our society as CFCC and other colleges continue to enjoy the benefits of federal dollars and at the same time are compelled to comply with an assortment of federal policies.

Insofar as the state agencies are concerned, with respect to the Department of Education, the college has little choice but to make every effort to comply. The legislature passes a law and the Department of Education has the responsibility for interpreting and implementing the law. Other state agencies, such as the State Board of Nursing and the State Board of Cosmetology, have an enormous amount of control in every phase of the operation of the particular program, with the ultimate incentive being that student graduates cannot take the state license exams which must be passed before one can practice in Florida as a nurse or cosmetologist. This type of

external control implies that there is little room for individuality as all programs must conform to the state norm; faculty and administrators frequently must receive approval for many major decisions from external sources.

There was no indication that any administrator wished to dissolve the relationships with any federal, state, or local agency. The future was generally seen as more of the same and one administrator felt that the future depended on who will be the next president of the United States and which party will be in power in Congress.

The local agencies appear to have a minimal effect on the college's operation, at least in comparison to the effects of federal and state agencies. Most of the contact is based on voluntary cooperation and some excellent examples of this occur between the Central Florida Regional Library, the Marion County Professional Library and the College Library. This cooperation makes it possible to avoid unnecessary duplication of materials, to provide and share a greater variety and depth of materials. These commendable effects result in benefits to the student body and the public.

In discussing organized groups, it is evident that their activities meet a variety of objectives. Many of the national and state groups are professionally oriented in that they provide workshops, annual conferences, professional publications, etc. They are encouraged by individual administrators to help them keep abreast of changes in their respective areas.

These professional groups on the national and state levels serve as a source of volunteer staff development opportunities.

Some national groups provide assistance in ways which would be too costly for the college to provide. For instance, the financial need analysis service provided by the American College Testing Program (ACT) and the nation-wide testing program provided by ACT and the College Entrance Examination Board all would be too costly for the student and the college if these had to be provided locally.

Another type of national group that deserves mention is the National League of Nursing (NLN) which is an accrediting agency for nursing programs. Thus far, the college has not applied for accreditation but is attempting to implement NLN standards to prepare for accreditation in the future. This is a voluntary effort by the Nursing Department to meet these standards; however, the motivation is that lack of NLN accreditation is hindering CFCC graduates in their attempts to advance in their field after securing initial employment.

The vast majority of state/regional groups are professional organizations. In addition to the staff development role mentioned earlier, state groups provide factual and timely information to their membership and serve as a lobbyist to the legislature. In some cases, a state/regional group will lobby a state/regional agency or the state legislature. Thus, the state/regional group really represents a specific interest group. A good example is the Florida Association Community

Colleges (FACC). In the past, FACC has been able to convince the legislature to place more funds in the state community college budget, thus resulting in proportionately more funds for CFCC.

Another aspect of a state/regional group is the regional accrediting agency, the Southern Association of Colleges and Schools (SACS). This group's influence was encouraged by the college because of regional accreditation benefits to the students. Every ten years outside experts look at every aspect of the college, make recommendations for change and provide input into all levels of the college's operation. Prior to the SACS unit visit, current employees review all aspects of the college. After the visit, recommendations are made and the college must determine a program to implement the recommendations and submit an annual progress report.

Local groups are mostly advisory. The formation of these groups has been encouraged by the college. Equipment and personnel resources have been made available through the advisory committees and the first-hand knowledge committee members have of CFCC has been useful in encouraging their employment of CFCC graduates. This type of involvement underscores the basic premise of the community college philosophy, that of serving community needs; in order to do this the college must be involved thoroughly with the community.

There are indeed many ways and methods in which the college is effected by extenal agencies/groups. Although this study

has concentrated on straight-forward, obvious effects, very likely there are less obvious, subtle effects, as has already been suggested, which have also occurred.

In considering the implications of this study, one area of concern is unionism and collective bargaining. Having noted the movement away from local control to state control, what then are the implications for CFCC in the future?

> The broader impact of collective bargaining, the shifting of power to state and federal bureaucracies, and a panoply of external demands may well convert postsecondary education into a public utility with all that implies. Should this occur, there will be significant shifts from accountability toward one's profession and a redefinition of institutional diversity, and in all probability a redefinition of institutional missions. [12]

Another implication to consider is the use of federal funding to bring about social change. Even if one agrees that all of these changes were needed and would never have been accomplished otherwise, the question still remains, "To what extent should any governmental unit be permitted to bring about categorical changes in the total institution because of funding in a specific area?"

One of the most important implication of this study is whether or not the time has come to re-evaluate the concept of the community college. The facts point to a loss of local control and definite gains in state and federal control. Yet the community college concept was founded on the need for local control. How much state and federal control can CFCC or any

community college endure before only lip-service is given to the concepts upon which it was based.

Since the largest portion of CFCC's funding comes from the state and federal governments, the source of funds for additional services might be carefully considered. If the college wishes to develop a new program or substantially increase an existing program, one of the main options for funding is consideration of seeking federal grants. Is the college compromising itself for tomorrow by seeking federal dollars today? The implication is that perhaps acquiring money is really the top-priority and the college will, albeit reluctantly, subject itself to whatever rule and regulation which accompany those dollars.

Another implication of this study, which is really an opposite point of view to those expressed above, is that since much of the intiative for involvement with outside agencies/groups has come from the college, perhaps the concept of local control is not really as important as once thought. Rather than clinging to outdated concepts, maybe the movement in the direction of federal and state control should be fully accepted and our energies spent in dealing with the inevitable rather than debating the issue.

In any event, it is apparent that CFCC is making an important shift from a local-based philosophy to the reality of state and federal control. It is necessary to reconcile the philosophy and the reality if community colleges are to meet the

needs of their clientele, whoever they may be in the future.

It is certainly not the intent of this study to relegate the groups to a lesser role than the agencies. Because of the control and subsequent potential effects that the agencies have on the college, the important implications of this study concern questions about agencies, in particular federal and state agencies. One implication effecting groups that'should be brought out is "How will the various groups respond in the future to the shift in institutional control from local to state/federal?" Will the professional groups take a "philosophy-based" position and speak out against more state and federal control, or even begin to speak for recovering some of the losses in local control? Or will they advocate more central control concentrated in the state and federal governments? Will such groups as advisory committees be a relic of the past because the local-needs concept has become the state/regional-needs concept? These questions relate to the shift from local to state/federal control as evidenced by the results of this study; they have important implications for the role groups, at whatever level, will play in the future of the Central Florida Community College.

By reviewing the results of this study one can get some grasp on the scope and depth of CFCC's involvement with external influences and can now ask more penetrating about the college's future involvement. Tirrell makes the point that,

As in most other parts of the institution,

> external relations require that you know your objectives, for if you don't know where you are going, any road will take you there. Second, you need a systematic analysis of . . .the situational factors in the community, the institution's objectives and priorities, and institutional dynamics. Then you can develop a plan of external relations . . . tailored to the needs of your community. 13

Based on the results of this study the following recommendations are being made:

RECOMMENDATION #1 The results of this study should be shared with the faculty senate, the campus Chapter of the Florida Association of Community Colleges, the Student Affairs Committee and the Academic Affairs Committee.

Rationale: There was no evidence in the course of this study which indicated that there has been a review of the effects external agencies/groups have on the college's operation. The results of this study have implications for collective bargaining, institutional goals and the issue of local control. The intent would be to make everyone aware of the scope and depth of the college's involvement and to obtain input for future direction in this area.

Implementation: This recommendation could be accomplished by the author requesting time on the agenda of each committe in an effort to report the results of this study and subsequently, encouraging each committee to voice their concerns to members of the President's Executive Committee.

RECOMMENDATION #2 The top administrative officers should, at least biennially review and monitor the effects of external agencies on the college's operation.

Rationale: Top administrative officers have a leadership responsibility to the college community. If a review is not taken periodically, then the college has placed itself in the position of reacting to external agencies/groups. The results of this study indicate that different areas of the college have actively encouraged agency/group involvement; thus, more reason for the top administrative officers to review the accumulated effects on the institution. By monitoring the effects of the external influences, the college may be able to initiate desired external associations and to delete or reduce the undesired effects of others.

Implementation: This recommendation could be implemented by the author requesting time on the agenda of a meeting of the President's Executive Committee (this group consists of the top administrative officers). During the discussion with this group, the suggestion could be made that the Director of Research and Development, at least every two years, compile information similar to that which has been presented in this study. The results of the study conducted every two years should be shared with the President's Executive Committee for their review and action.

RECOMMENDATION #3 The top administrative officers should communicate periodically (at least every two years) with state

and federal elected officials about the effects state and federal agencies have on the operation of the college.

Rationale: Is the final outcome of legislation the same as the original intent or does it change as it filters down through the various agencies? Elected officials need this feedback; they need to learn first-hand the effects that legislation has on the people they attempt to represent and serve. Facts, supported by specific examples, can be persuasive in showing legislators what the end result of their legislation was. If the legislature is to attempt to smooth out conflicts, abuses and other unintended outcomes, they must receive the kind of compilation suggested by this study, periodically.

Implementation: Upon implementation of the first two recommendations of this study, the top administrative officers will be in an ideal position to implement the third. Implementation of the communication methods should be carried out in a manner deemed appropriate by the President's Executive Committee and should include all legislators having jurisdiction in the college's service district.

In summary, a community college must be fully involved with its community if it is to be effective. In so doing, external influences are encouraged to 'effect' the community college operation. The proper administrative stance is to be fully cognizant of what the external influences are, which ones will be of most benefit the college, and what means are necessary for the college to exert a leadership role by using internal and external influences to best serve the community.

APPENDIX

QUESTIONNAIRE

THE EFFECT EXTERNAL GROUPS AND AGENCIES HAVE ON THE OPERATION OF CENTRAL FLORIDA COMMUNITY COLLEGE

Name_____

Title_____

General area of responsibility_____

_____

1. Please list the name and type of each organized group or agency with which you were directly concerned during the past three academic years.

2. Was the college's involvement with each organized group or agency listed in question #1 actively encouraged by your area of administration? If yes, how did you anticipate the college would benefit by such an involvement?

3. Please state in detail how each external influence listed above has effected your area of administration.

4. What is your assessment of the relationship CFCC has had with each organized group or agency listed in question #1? On what do you base your assessment in each case?

5. Please describe what you consider to be the positive and/or negative effects each organized group or agency has had on CFCC students, faculty, and/or staff during the past three years.

6. What is your view of how organized groups and agencies will effect CFCC in your area of administration during the next three academic years (1976/77 - 1978/79)

7. What specific suggestions do you have which would enable CFCC, in working with organized groups and agencies, to better fulfill its purpose?

APPENDIX B

ADMINISTRATORS INTERVIEWED IN THIS STUDY

ADMINISTRATIVE TITLE	ADMINISTRATIVE AREA REPRESENTED	DATE OF INTERVIEW
1. Director of Cooperative Education & Placement	Co-op and Placement	Sept. 27
2. Coordinator of Cooperative Education	Co-op and Placement	Sept. 27
3. Financial Aid Officer	Financial Aid	Sept. 28
4. Director, Applied Science Division	Applied Science	Sept. 30
5. Chairman, Health Occupations Program	Applied Science	Sept. 30
6. Director of Research and Development	Research & Development	Oct. 1
7. Director of Library Services	Library	Oct. 4
8. Supervisor of Accounting	Business Affairs	Oct. 4
9. Dean of Student Affairs	Student Personnel & total college	Oct. 5
10. Dean of Academic Affairs	Academic Affairs & total college	Oct. 6
11. Director of Admissions and Records	Admissions & Records	Oct. 7
12. Chairman, Nursing Department	Applied Science	Oct. 7
13. Director of Special Services	Special Services	Oct. 8

APPENDIX C

A LISTING

OF THE NUMBER OF AGENCIES/GROUPS

EFFECTING EACH CFCC ADMINISTRATIVE AREA

FEDERAL AGENCIES		NATIONAL GROUPS	
Admissions/Records	2	Admissions Records	3
Applied Science	1	Applied Science	4
Business Affairs	1	Co-op/Placement	2
Co-op/Placement	1	Financial Aid	1
Financial Aid	1	Library	1
Library	1	Research and Development	4
Research and Development	1	Student Affairs	2
Special Services	1	Total College	1
Total College	2	Total	18
Total	11	Unduplicated No.	16
Unduplicated No.	11		

STATE/REGIONAL AGENCIES		STATE/REGIONAL GROUPS	
Academic Affairs	3	Admissions/Records	2
Admissions/Records	2	Applied Science	3
Applied Science	7	Co-op/Placement	3
Business Affairs	1	Library	1
Co-op/Placement	2	Research and Development	2
Financial Aid	2	Total College	2
Library	1	Total	13
Research and Development	1	Unduplicated No.	13
Special Services	2		
Total College	1		
Total	22		
Unduplicated No.	14		

LOCAL AGENCIES		LOCAL GROUPS	
Library	2	Admissions/Records	1
Total College	5	Applied Science	18
Total	7	Co-op/Placement	2
Unduplicated No.	7	Special Services	1
		Total College	1
		Total	23
		Unduplicated No.	23

FOOTNOTES

[1]Edmund J. Gleazer, Jr., "Positioning the the Community College," The College Board Review, (Spring 1976), p. 4.

[2]Edgar H. Schein, Organizational Psychology (Englewood Cliffs, New Jersey: Prentiss-Hall, Inc. 1965), p. 67.

[3]David B. Truman, The Governmental Process (New York: Alfred H. Knopf, 1951), p. 33.

[4]Richard J. Frankie, "Legal Aspects of Authorization and Control in Junior Colleges: A Summary (1936-1970)," College and University (Winter 1971), p. 150.

[5]S.V. Martorana and W. Gary McGuire, "Survey Confirms Trends Toward State Control," Community College Journal, (September 1976), p. 6.

[6]Malcolm G. Scully, "Government, Campuses Seen in 'Adversary' Roles," The Chronicle of Higher Education, (September 27, 1976), p. 12.

[7]Lee Henderson, "Civil Rights Compliance" memorandum to community college presidents from the Florida State Department of Education, Division of Community Colleges, Tallahassee, Florida, (August 13, 1975), p. 1.

[8]Arthur M. Cohen, "The Growing Influence of the State," Change Magazine, (June 1974), p. 52.

[9]Paul V. Thompson, A Case Study: Community Influence on Curriculum, Nova University Practicum (June 1974), p. 30.

[10]Ronald Hoenninger and Richard A Black, "The Need for 'The Community College Without Walls,'" Community College Review (Summer 1974), p. 60.

[11]Hans A. Andrews and Gary Kai Lemke, "Business, Industry and Agency Committments of a Community College," Community Education Journal, (September-October, 1975), p.14.

[12]Clyde E. Blocker, Louis Bender and S.V. Martorana, The Political Terrain of American Post-Secondary Education (Ft. Lauderdale, Florida: Nova University Press, 1975), p. 206.

FOOTNOTES (cont.)

[13]John E. Tirrell, "External Relations of the Community College," Peabody Journal of Education (April 1976), p. 147.

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